

Practice Based Learning and Improvement Exercises: Opportunities for Reflective Practice by Anesthesiology Residents

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Context:

The ACGME outcomes project redirects our attention for subject matter dominated medical curriculum to one which fosters the development of knowledge, skills and behaviors. One ACGME core competency, PBLI presents us with an excellent opportunity to introduce the pedagogical concept of reflective practice. Schon's reflective practice model deals with real and immediate problems of practice and is well suited for the medical professional.

Setting:

We have developed three curricular innovations based on "reflection –in- practice". "Debates in Anesthesia" identifies common variation in clinical practice such as cuffed vs. uncuffed tracheal tubes in children and the practice of "asleep" thoracic epidurals. Traditional debate protocol is used, assigned key questions and limited response. A faculty member, two resident teams, pro and con, and subject matter specialist moderator are assigned. In the "debates" sessions, learners are able to reflect on the advantages and disadvantages of a clinical practice rather than the superficial understanding of "this is the way that Dr. XYZ taught me".

The second innovation is the implementation of a PBLI analysis form which addresses distinct areas of case management. Including systems issues (high pressure OR environment), disease, and practitioner issues (errors in judgment or technique). Following the analysis, trainees are asked to comment on how this information would change their practice. A similar assessment tool is used for clinical practice with the addition of OR team activities. How did the members of the OR assist or impede you?

Impact:

This practice based feedback and has been exceptionally well received .We feel the introduction of reflective practice is a bridge to life long learning for both the trainee and the educator.

References:

Schon, D "The Reflective Practitioner: How Professionals Think in Action", Basic Books 1983.